



Redesign Plan

Michigan Virtual Charter Academy

Michigan Virtual Charter Academy

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Michigan Virtual Charter Academy is an online K-12 school that has a school population of 3,784 students. Students come from the entire state of Michigan from the northern most reaches of the Upper Peninsula to the southern border. The MVCA offices and Learning Center is located in Grand Rapids, MI. We have been growing in size over the last few years. MVCA started out with 5 teachers and 350 students K-8 and added HS second semester of the first year. Our teachers are located all around the great state of Michigan. We have a diverse group of students in both rural and urban settings working out of their homes with a parent or other adult as their Learning Coach (K-8) or Mentor (9-12) who helps students through the extensive national K-12 online curriculum. Our school provides an opportunity for families to be involved completely in their child's education.

There are many reasons why you might choose MVCA as a great place to learn. Families come to us seeking our award winning curriculum, our outstanding highly qualified Michigan staff, or the ability to know what their child is learning every day.

Due to our growth we have had an influx of students at multiple levels of abilities. Some of our students are multiple years above grade level and some are multiple years below grade level when they enroll at MVCA. Due to being such a new and innovative program we do see new students each year. Our student population is ever changing. We use data to determine what the individual needs of each student. We pride ourselves on celebrating the different strengths of our student population and making goals to lift students skills in weak areas.

We provide an innovative academic preparation that educates and inspires all students to reach their highest levels of academic knowledge and skills. Our students have rigorous coursework that consist of synchronous (live) and asynchronous class time. They work closely with their personal learning coach in the home with the assistance and guidance of MVCA's certified teaching staff. Our K12 curriculum is provided by our parent company K12. It is a research based online curriculum that the students, learning coaches and teachers plan and execute throughout the school year. K-7 classes progress with progress of mastery of topics in each class. 8th graders have a mix of credit type high school courses and progress mastery courses. High school students complete a grad plan with a high school counselor based on needed credits. There are over 150 high school courses in our catalog.

At the beginning of the school year all teachers K-12 create a team wide orientation that lasts from 1-10 days depending on level. Orientation consists of live sessions with teachers describing all of the expectations of all stakeholders. Orientations will move students into their online asynchronous (non-live) classes while holding synchronous (live) classes as needed based on non-mastery of topics in their lessons. Some assignments are graded via the computer instantaneously and some assignments are teacher graded. Teachers monitor daily the progress of all students in the online school. Small group and one-on-one remediation sessions are offered as needed on a daily basis. Online classes in each level consist of online and off-line lessons and activities.

In grade levels K-8 students can progress faster than one level per year if data supports this advancement. Students are assessed at the beginning of the year and throughout the school year to monitor progress, remediate and establish learning goals. Learning goals are discussed in Individual Learning Plan for each child. K-8 students and learning coaches/parents review the individual learning plan monthly. 9-12 teachers hold individual learning plans with students and learning coaches (mentors in high school) twice a year. At risk students are identified to meet with their homeroom teacher for an ILP conference quarterly in the high school.

Michigan Virtual Charter Academy is very data based. We work with students' identified strengths and weaknesses to move the learner to the next level of understanding through mastery based learning. Teachers look at data daily. Teachers pull in struggling students to small group and one-on-one sessions to remediate within the K12 curriculum, Study Island, and supplemental activities. Teachers collect data, manage team, content and staff meetings, hold sessions for remediation and pre-lesson activities, hold outings/field trips (monthly), conferences/individual learning plan sessions, assign/monitor academic probation contracts.

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Students log in daily to check their plans for the week and day. They start into their daily plan managing their synchronous and asynchronous lessons that are required for the day. All classes are recorded and can be accessed 24hours per day. Blackboard sessions that are recorded can be logged onto or have an embedded password. Progress is live and is updated in real time and always available to learning coaches/parents.

Communication is key at Michigan Virtual Charter Academy. We have an internal email system that all users agree in our school compact to return all kmails within 24 hours on business days. Phone conversatations are essential between teachers, parents, and students. Skype, Instant Messaging, Blackboard Connect- all calls, and emails are other ways that communication is facilitated at MVCA.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Vision:

Through a combination of research- based, individualized, and specialized curriculum and instruction in the home; online conferencing with a certified teacher; and access to a community of experts in science and technology, our students will emerge as confident leaders of the digital age.

Mission:

The mission of the Michigan Virtual Charter Academy is to provide an innovative, intensive academic preparation that inspires and educates students to achieve the highest levels of academic knowledge and skills. Michigan Virtual Charter Academy embraces a collaborative partnership between teachers and parents in order to empower students to reach extraordinary heights. Extraordinary results require extraordinary efforts! Through commitment, hard work, consistency, and responsibility, every student will meet the challenge of mastering high expectations.

Our staff, students, and families are immersed in our vision and mission. We stand behind our vision and mission with every activity and lesson we master together. We expect that all students will have the choice of higher education upon completion of their high school career with us. We expect only their very best from all MVCA students, teachers, and families. We take the roll of learner and place it in the hands of our students. They are the trail blazers of their education.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Michigan Virtual Charter Academy is providing an option for families in Michigan that was not available in years past. We take great pride in providing innovative instruction for all students regardless of their location in the state. We are growing more and more each year. We have had outstanding success with our students that stay with us. We are continuously striving to improve content, instruction, and structure to best meet the needs of our students. We have a gap between achievement levels with our economically disadvantaged students and our African American and White students. Our staff is highly adaptable to the ever changing needs of our growing student population. We will be growing the next few years. We want to continue to keep our school culture that we have created with a dedicated staff and families striving for the best education. We continue to look at ways to address the achievement gap at all levels in all content areas.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Michigan Virtual Charter Academy is blazing the trail for innovation in education with a focus on student achievement.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

| Label | Assurance | Response | Comment | Attachment |
|-------------------------|---|-----------------|----------------|-------------------|
| Teacher Evaluation Tool | Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers. | Yes | x | |

| Label | Assurance | Response | Comment | Attachment |
|-------------------------------|--|-----------------|----------------|-------------------|
| Administrator evaluation tool | Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders. | Yes | x | |

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| | Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen. | Yes | MVCA does not have a Teacher Union. Our entire staff works for K-12. | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| | <p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> | No | MVCA does not have a Collective Bargaining Agreement | |

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|--|------------|
| | Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c | No | MVCA does not have a MOU, as we are not a bargaining unit. | |

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| Label | Assurance | Response | Comment | Attachment |
|-------|--|----------|---------|------------|
| | Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c. | Yes | | |

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Jean Broadwater - Head of School - jbbroadwater@k12.com

Kristen Occhietti - K5 Principal - kocchietti@k12.com

Cheryl Irvin - 6-8 Principal - cirvin@k12.com

Sara Ferguson - Special Programs Manager - saferguson@k12.com

Tiffany Snyder - HS Principal - tsnyder@k12.com

Marcia Kaye - MSU Instructional Specialist - kayemarc@msu.edu

Laura Otten - Kent ISD School Improvement Facilitator - lauraotten@kentisd.org

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

MVCA has identified a need in the area of Community Development. Staff will utilize the strategies identified in the African American Young Men of Promise initiative as well as build relationships among students, parents, staff, and external stakeholders.

To foster Data Driven Instruction in the classroom, teachers will use instructional strategies identified in the African American Young Men of Promise Initiative to increase student achievement in all content areas. In addition the tools within the Teach Like a Champion program will be included in classroom instruction.

State what data were used to identify these ideas

Perception Data:

Parent Satisfaction Survey

Student Satisfaction Survey

Teacher Satisfaction Survey

Academic Data:

MEAP

MME

NWEA

State Score Card

DIBELS

Course progress data

Study Island

Pass Rates

Moby Max

ACT

Process Data:

School Process Rubrics

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

The Michigan Virtual Charter Academy has three principals. Two of them were actually teachers before being promoted to an administrative position. One serves grades K-5, one serves 6-8, and one serves 9-12. Below you will find a narrative that addresses each principal.

1a Kristen Occhietti will be retained as the elementary principal at Michigan Virtual Charter Academy. She has been with Michigan Virtual Charter Academy since it started, but as a teacher. Last year, she was in her first role as administrator and meet all five turnaround competencies.

1b Identify and focus on any early wins and payoffs you had last year as a principal for MVCA.

As principal, she actively selected staff that demonstrated a strong understanding of collaboration, past work with at-risk students, and use of data in their other classroom experiences. Last year, she focused on test preparation through Study Island. The students were exposed to state standards during classroom sessions, and many showed mastery through blue ribbons. As the staff established a culture of teamwork, an evolving parent group blossomed as well. She worked with all stakeholders to keep the community informed through social media, frequent communication, and teacher involvement. She also implemented an individualized learning plan for each student, which was reviewed by the teacher, student, and learning coach on a regular basis.

How did she break organizational norms last year and how will she continue to do so?

She took the staff from a culture of supporting students and parents through administrative, technical, and educational support to a culture of teaching and learning, through a book study Making Thinking Visible (Ron Ritchhart; Mark Church; Karin Morrison, 2011). They also explored how to apply thinking routines in virtual classroom environments. Additionally, the entire organization (K12 - the management company) began to put the techniques of Teach Like A Champion (Doug Lemov, 2010) into everyday practice with teachers. Staff participated in sharing best practices during team meetings. Going forward, she is focusing efforts in data around NWEA outcomes, DIBELS indicators, and MEAP results to best support students and their learning needs.

How did she act quickly in a fast cycle? Considering her staff expanded multiple times to support a student population increase of approximately 400% over two months, everything she did was fast. Along the way, she grew a culture of understanding about how data drives what they do, that teaching and learning should be the primary focus, and that student engagement is key to successful learning outcomes. She was able to accomplish this through frequent sharing of student metrics on a weekly basis, which provided snapshots of engagement, attendance, and course progress. Going forward, her staff will roll out flexible grouping that combines the most crucial state standards with individual needs of learners as suggested in NWEA RIT bands.

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How did she collect and analyze data last year? Last year, she used the regional roll up from K12 and data tracker from K12 Nov - June, along with Study Island participation. Academically, she analyzed data from MEAP, DIBELs, NWEA, and Scantron results to determine our students' weaknesses overall, as well as individual learning gaps. All data was considered when creating the Individualized Learning Plan and ensuing goals.

How did she galvanize her staff around big ideas. Sharing best practices in a non-evaluative, supportive environment which provided the biggest payoff for her staff. The ability to peer into each other's classrooms through frequent sharing of recordings, which demonstrated Teach Like A Champion techniques, allowed her staff to take their instruction to a new level. Additionally, student interaction increased through frequent assessments during class sessions. Weekly staff meetings allowed them to reflect on what was working and what they needed to change. Kristen and her staff recognized each other through "Antler Awards" for innovative and implementation of big ideas.

1a Cheryl Irvin will be retained as the middle school principal at Michigan Virtual Charter Academy. She has been with Michigan Virtual Charter Academy since it started, but as a teacher. In fact, she worked closely with Title students. Last year, she was in her first role as administrator and meet all five turnaround competencies.

1b Identify and focus on any early wins and payoffs you had last year as a principal for MVCA.

Communication is key and last year, she always had strategies working to move the team to be one of the top K12 middle schools. K12 has schools all over the country and this school is in the Northern Region. Cheryl assigned tasks, motivated, and allowed her teachers the flexibility to perform in accordance with their strengths. In Study Island, students are able to earn blue ribbons for good performance. She had many blue ribbon teachers last year and they were always in the top data metrics shared in the regional roll up in the northern region. Her staff worked hard and are dedicated to making a difference.

How did she break organization norms last year and how will she continue to do so?

Cheryl created a culture that was high performing, energetic and nontoxic. In her weekly meetings with staff she looked at data and had staff come up with a plan for students weekly. This involved reviewing student work and progress. She did have two goals last year that did make a difference. They were making personal connections with students/families and sharing best practices in the classroom with her staff.

How did she act quickly in a fast cycle?

Cheryl always acts quickly, she jumps on issues immediately to find solutions. She does not wait for the problems to rise to the surface, because she is proactive by nature. This is an asset in her leadership style. The expectation and sense of urgency is shared in each meeting she holds with staff.

How did she collect and analyze data last year?

Last year she used K12's regional roll up and data tracker from Nov - June. The regional roll up shows how the Michigan Virtual Charter Academy is doing compared to all other schools in the Northern region. It shows many items -- such as, Study Island completion, Scantron performance, attendance at class connect sessions, and Individualized Learning Plan completion rates. The use of data has been expanded through Cheryl's leadership.

How did she galvanize her staff around big ideas?

She explained initiatives with her staff and expectations around them. For example, all students needed to have an individualized learning plan by six weeks into their enrollment. All students had to have 95% completion in their Study Island pathways. With staff knowing what was expected of them, they were able to stay focused on what was best for students. This focus will continue and the use of data will be expanded by adding interim assessments into the mix. She keeps the focus on providing the best education for all students and supporting the families as a top priority.

1a Tiffany Snyder will be retained as the high school principal at Michigan Virtual Charter Academy. She was a new administrator hired to Michigan Virtual Charter Academy in October of 2013. She did, however, work for K12 in another capacity and brought that experience of on-line learning with her as she transitioned into our school as principal.

1b Identify and focus on any early wins and payoffs you had last year as a principal for MVCA.

Once again, Tiffany started in October of 2013 in the midst of a 400% increase in enrollment. She had to hire staff at a fast pace to keep up with the enrollment burst. Tiffany hired top notch teachers and effectively transitioned them into our program. In 2012-2013 Michigan Virtual Charter Academy had 4 teachers. Last year, the high school staff grew tremendously to over 50 teachers. This growth was handled effectively and she met the challenge. A lot of the students, because of our growth, were covered by a service that K12 offers their managed programs. For example, if a student needed a business course and we did not have that capacity, they could take the class from K12. Tiffany worked hard to bring most of these students back to Michigan Virtual Charter Academy by hiring teachers to fill those needs. Prior to this K12's instructional services team were teaching these classes. Despite the enrollment burst, there was a 70% overall staff satisfaction rate by her teachers. Tiffany worked hard to develop and foster a community which was built on trust.

How did she break organization norms last year and how will she continue to do so?

Tiffany led with a positive and calm can-do attitude. Through example, she shifted out of a culture that was feeling overwhelmed and at times was negative, into one of collaboration and teamwork. She continued to monitor and attempted to engage disengaged students. She then shifted more attention to students who were engaged and who needed that additional support. Despite the perfect storm, she remained the calm forward thinking leader. She was able to develop and nurture a balance between being compassionate and holding teachers accountable. She had high expectations of all of her staff which led to student success.

How did she act quickly in a fast cycle?

Urgency and the call to action was a major part of her job last year. Despite being new, decisions needed to be made and implemented in all aspects of running a school. She met the needs her stakeholders promptly and effectively. She met weekly with school teams to implement, reflect and make changes as needed.

How did she collect and analyze data last year?

The high school has data available through a tracker that K12 provides. This is provided weekly to show growth and progress of students. This is data which is available on a daily basis and is updated weekly by K12. This tracker provided Tiffany as well as her staff data that they used to drive instruction and provide remediation as needed to students. In second semester she led the charge to focus on the students who fell in the 40-60% range of proficiency. A lot of effort was put into helping these students become successful.

How did she galvanize her staff around big ideas?

Consistent messaging and regular collaboration were at the heart of her leadership style. She met weekly with the high school team and content area teachers to collaborate. Expectations were set high and she held all teachers accountable. The high school celebrated their successes and provided support the team. As a leader, she was able to show a healthy balance between being understanding and holding high expectations to develop a positive and productive culture within her team.

Building Leadership Capacity - Michigan Virtual Charter Academy (MVCA) will build leadership capacity with principals and instructional coaching leads in the following manner:

- . Professional Development is provided by K12 around data driven instruction on a regular basis
- . Administrators attended the African American Young Men of Promise Initiative training offered by Michigan Department of Education (MDE) and the following big ideas are included in our Transformational Plan: academic vocabulary, quality questioning, depth of knowledge, and flexible grouping.
- . The principals and instructional coaching leads will provide support and training to teachers.
- . The high school principal did bring a team to the focus school institute in Detroit and will be implementing strategies to build culture and close the achievement gap.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

A rigorous evaluation system for principals has been selected from a Northern Regional K12 school - Ohio Virtual Academy. This is entitled the Ohio Principal Evaluation System. It will be modified to meet the Michigan Principal Evaluation System requirements. The teacher evaluation system will be based on the Charlotte Danielson model.

2A

An Evaluation Committee comprised of the Head of School, K12 Human Resources, Northern Region K-8 support, Northern Region 9-12 Support, and principals met to collaboratively develop the Teacher and Principal Educator Evaluation process and rubric. The Ohio Virtual Academy Principal evaluation tool has been adopted by Michigan Virtual Charter Academy (MVCA). The Charlotte Danielson model will be used for teacher evaluation. The Charlotte Danielson rubric is broken into four domains - domain one looks at planning and preparation, domain two looks at the classroom environment, domain three looks at instruction and domain four looks at professional responsibilities. During the 2015-16 school-year, extensive District wide professional learning will be provided to District and building based Administrators and Classroom Teachers.

This evaluation is a standardsbased integrated model that is designed to foster the professional growth of teachers in knowledge, skills and

practice. Student growth measures (50%) combined with evaluation of teachers' proficiency on the standards (50%) determines the level of teacher effectiveness. Proficiency on the standards include professional goalsetting, communication, and skill building.

The teacher evaluation system includes:

The overall intent of the teacher evaluation process is to measure the growth of all students in their courses. The below guidelines are in place to ensure high quality assessments and growth measures.

Pre and Post-Test Guidelines:

- 1) Pre and Post-Tests will be administered
- 2) The Pre and Post-Tests must test the same skills at the same depth. Identical test questions are an option.
- 3) Courses that have a USA Test Prep option available must use that tool for the assessments.
- 4) At minimum, ALL Pre and Post-Tests must have 25 - 50 questions to include the following:
- 5) We will be using USA Test Prep, a minimum of 5 Performance-Based questions must be used.
- 6) Standards must be indicated on non-USA Test Prep assessments

Benchmark Assessments:

- 1) Courses using USA Test Prep will administer a Benchmark Assessment at 6 and 12 weeks first semester, and at Week 6 Second Semester.
- 2) The assessment must contain 25 questions and include at least one writing prompt.
- 3) The score will be the actual earned points. However, as students remediate, it is at teacher discretion to increase scores when standards are met.

Growth Targets:

- 1) Growth Targets will be standard for all teachers.

Teacher Performance Evaluation Rubric

Assessment of Teacher Performance

The Teacher Performance Evaluation Rubric is intended to be scored holistically. Teachers will be formally evaluated/observed on a domain given to them in advance. One domain will be observed at a time. Domains 2 and 3 will be used most frequently because they impact classroom instruction the most. The components of the domain are broken in to strands and teachers can score, ineffective, developing, effective, or highly effective. While this is the formal observation tool, classroom walk thrus are done frequently by Instructional Coaching Leads and feedback is shared with the teachers.

2B

An Evaluation Committee comprised of the Head of School, K12 Human Resources, Northern Region K-8 support, Northern Region 9-12 Support, and principals met to collaboratively develop the Teacher and Principal Educator Evaluation process and rubric. The Ohio Virtual Academy Principal Evaluation document was selected and has been adopted by Michigan Virtual Charter Academy (MVCA). The rubrics are broken into three performance measures -- instructional planning, instruction and assessment (including student growth), and professionalism for principals. During the 2015-16 school-year, extensive District wide professional learning will be provided to District and building based Administrators and Classroom Teachers.

The principal evaluation system includes:

This evaluation is a standardsbased integrated model that is designed to foster the professional growth of principals in knowledge, skills and practice. Student growth measures (50%) combined with evaluation of principals' proficiency on the standards (50%) determines the level of principal effectiveness. Proficiency on the standards include professional goalsetting, communication, and skill building. The rubric below lists levels of proficiency for principals in each area.

Principal Performance Rubric

Performance Rating Rubric

The Principal Performance Rating Rubric is intended to be scored holistically. This means that evaluators will assess which level of the standard (after looking at the elements within the standard) provides the best overall description of the principal. Note: Ratings at each performance level above "Developing" include behaviors at the lower rating levels.

Standard 1: Continuous Improvement Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals. Elements Ineffective Developing Skilled Accomplished

1.1 Principals facilitate the articulation and realization of a shared vision of continuous improvement.

Principal has not shared the school vision and goals with the staff. Principal has no process for developing a school vision and goals.

Principal has shared the school vision and goals with the staff. A process for developing a school vision and goals is not evident.

Principal has shared the school vision and goals with the staff and there is evidence that these are known. The principal implements a process for the development of a shared school vision and goals.

Principal collaboratively develops and communicates a shared vision using multiple approaches. The principal challenges existing structures based on data to align them with the shared vision.

1.2 Principals lead the process of setting, monitoring and achieving specific and challenging goals that reflect high expectations for all students and staff.

Principal refers to the goals on a regular basis, but does not concretely connect them to the day-to-day business of the school.

Principal communicates expectations of high learning and achievement for all students at the beginning of the year.

Principal uses knowledge of the Standards to support new and struggling teachers' professional growth.

Principal identifies goal areas that promote high levels of achievement for all students and staff.

Knowledge of Standards is used to support teachers' professional growth.

Principal collaboratively develops and sets measurable goals that promote high levels of student and staff achievement.

Principal establishes and reinforces individual staff contributions towards the attainment of the school-wide goals by monitoring progress through the use of data.

1.3 Principals lead the change process for continuous improvement.

Principal does not have a plan in place for regular review of progress toward goals.

Principal articulates beliefs about teaching and learning.

Principal identifies changes needed to improve student learning.

Principal articulates well-defined beliefs about teaching and learning in response to the environment and levels of student achievement.

Principal identifies changes needed to improve student learning and can engage stakeholders in the change process using effective communication.

Principal models and provides resources to support staff in thinking systematically about the change process in response to needs of the school community.

Principal facilitates a diverse group of stakeholders to implement changes needed to improve student learning.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

3A

Instructional and building staff and students who have successfully increased and accelerated achievement towards State Standards on NWEA/MAP (Measures of Academic Progress) will receive building level recognition after the second and third MAP Assessments. The criteria for educators receiving a reward through positively contributing to student achievement is that if 75% or more of the students in a teacher's homeroom meets or exceeds expected RIT growth in math and reading, the teacher will be rewarded financially. K12 does have a bonus system where this will be utilized. This recognition will occur at weekly Head of School meetings, weekly principal meetings, instructional coaching lead meetings, and data meetings. Additionally, staff will be recognized at staff meetings directly after each MAP testing window is completed at the meetings indicated above.

Staff that have demonstrated success around accelerating student growth and implementation of the instructional program will be provided opportunities to participate in leadership building activities. The intent will be that teachers who receive an Educator Evaluation rating of Accomplished will receive a stipend.

Principals and Instructional Coaching Leads will spend 50% of their time observing teachers and providing them feedback. Principals provide formal observations each year. In addition, teachers will be providing recordings of lessons taught. These will be viewed by principals and/or instructional coaching leads (ICL) to provide informal feedback by the ICLs and/or principals. Teachers will receive ongoing professional development (PD) on quality classroom instruction using the data driven instruction model. The principals will observe what these qualities look like in an on-line setting and provide appropriate feedback. K12 will support this endeavor by providing national PD to MVCA. The Teacher Evaluation Rubric will be used to provide feedback to teachers.

3B

MVCA will go through a process to remove a leader and/or staff member who have been given many opportunities to improve, practice, and have still not increased student achievement or met the criteria of the Teacher Evaluation System. Teachers can receive written warnings for many things, an example missing deadlines, not returning calls to families in a timely fashion, etc. If a teacher is struggling with their performance, they are put on a performance improvement plan. The teacher meets weekly with their supervisor to check-in. If there is no

improvement in 30 days, the teacher would be terminated. If a teacher has the same infraction within one year, there is a possibility for termination.

To support educators that are not implementing the instructional program, MVCA will begin by increasing the number of coaching sessions with the Instructional Coaching Leads (ICLs) to once a week (from once a month). The ICL collaborate with the administrator during this time about the progress of the teacher , through the use of a written progress plan. If insufficient improvement is not made in three to six weeks, a Personal Improvement Plan (PIP) will be written and implemented for the teacher. In the PIP, SMART goals are written with the teacher for their improvement in a specific area, which include timelines. The teacher has 3-6 weeks to show improvement on the goal(s) in the plan. If progress is made, the teacher may continue on the plan or write goals for a new plan. If insufficient progress is made on the plan, as indicated in the plan, the teacher will be removed.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

In order to provide the staff with ongoing, high quality, job-embedded professional development; aligned with the school's comprehensive instructional program, we will provide professional learning focused on these BIG IDEAS: These strategies were recommended from the African American Young Men of Promise Initiative (AAYMPI) and will be implemented over the next 3 years.

- | | |
|----------------------------------|--------|
| o Culture & Climate strategies | Year 1 |
| o Academic Vocabulary | Year 1 |
| o Quality Questioning & Feedback | Year 2 |
| o Flexible Grouping | Year 3 |
| o Depth of Knowledge | Year 3 |

Data Driven Instruction (DDI) is an embedded initiative by K12 and the school itself. Many trainings have already taken place and will continue.

Strategies from Teach Like A Champion have been shared to all staff. In fact, PD has been given and continues regarding instructional strategies that work in the virtual classroom.

Six full day, intense professional development trainings will be provided to all staff throughout the year on our Big Ideas. In addition, the northern region instructional specialist will conduct work sessions on a monthly basis on classroom instruction. Staff meetings will take place in a virtual setting weekly. Teachers log on their computers at home using the Blackboard Collaborate program. Teachers are able to

actively participate by raising their hands, typing comments in the chat section, and using tools such as polling to answer questions raised by the facilitator. The Big ideas, listed above, are presented and modeled at various meetings throughout the year. Weekly the Head of School meets with the Academic Administrators to review data. The administrators then review this data with the ICLs to help them coach teachers in weak areas. Data team meetings facilitated by instructional content leads will also take place weekly. Staff are expected to bring student achievement results including course data/grades to these meetings. Study Island participation and mastery (K-8) and USA test prep (9-12) are reviewed. Reflections, student work, videos of best practices, and data on planned and implemented strategies are shared with staff members in grade level and/or content area teams weekly. This data is used to plan the next instructional cycle for students or training needs for teachers. Teachers' needs will be identified through evaluation of student data, peer observations, Data Dialogues and surveys. After identification of specific teacher needs, instructional coaching leads will coach teachers on the Big Ideas to improve teaching and student learning based on individual teacher need and student data. All of the professional learning will result in adaptations and modifications of day to day practice in classrooms, including remediation. Based on our interim assessment results, reflection of practices, and student results will help staff to assess the impact of these strategies within the Priority Transformation Plan. This will be done every six weeks.

Our PD plan will be shared with school staff to clearly identify teacher needs and expectations. This will ensure that teachers can facilitate effective teaching and learning and have the capacity to successfully implement these school reform strategies (big ideas). Staff will complete surveys to provide feedback after each professional development event. Subsequent Professional Development will be revised based on this feedback. Each PD session will review previous Big Ideas for on-going development of previous professional learning and introduce new data.

Job Embedded

(a) Analysis of Student work

Weekly the Head of School meets with the Academic Administrators to review student data. The administrators then review this data with the Instructional Coaching Leads (ICLs) to help them coach teachers in weak areas. Data team meetings facilitated by instructional content leads will also take place weekly to analyze student work. Staff are expected to bring student achievement results including course data/grades, Study Island participation and mastery data (K-8), and USA test prep data (9-12). During these meetings, reflections, student work, videos of best practices, and data on planned and implemented strategies are shared with staff members in grade level and/or content area teams weekly. Analysis of student work is used to identify gaps, plan the next instructional cycle for students, plan for possible interventions, and/or identify training needs for teachers.

Teachers' needs will be identified through evaluation of student data, peer observations, Data Dialogues and surveys. After identification of specific teacher needs, instructional coaching leads will coach teachers on the Big Ideas to improve teaching and student learning based on individual teacher need and student data. After professional learning takes place, teachers create a SMART goal based on the PD topic. These goals and topics are reviewed at staff and coaching meetings. All of the professional learning will result in adaptations and modifications of day to day practice in classrooms, including remediation. In order to monitor the changes in instruction, informal classroom walk-throughs are conducted two times a month by the ICLs to determine if teachers are implementing the instructional strategies from professional learning. In addition, administrators conduct three formal observations during the school year, which include making observations about the instructional strategies. The strategies introduced during professional learning sessions are also part of the teacher evaluation system - teachers must demonstrate that they are effectively using these strategies in their classrooms.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

In order to recruit, assign, and retain teachers who meet the needs of the students, MVCA needs to consider staff who can meet the following student needs: teachers who have worked with subgroups that are low performing (currently African American and Economically Disadvantaged students), content area teachers that are highly qualified and successful in their content areas to address the learning gaps of the students, teachers that have a culturally proficient background to address the diversity of the student population, teacher who have experience working with At-Risk populations of students, teachers with experience working with special education students, teachers who have experience teaching in a virtual environment, and teachers who have the communication skills to work with students in a virtual setting.

5A

To recruit staff to work with students at MVCA, the building recruits teachers based on the student needs listed above. Job descriptions, postings, and interview questions may contain information about the needs of the students so that qualified candidates will apply or recognized during the hiring process. MVCA will recruit teachers who have had previous online teaching experience and teaching experience in urban schools. In fact, this experience will pay a premium if the candidate has this expertise. To be successful in this environment MVCA will also recruit teachers who are extremely well organized and have good time management skills. Teachers teach from their homes and must be able to set up their own office, create their schedule, and be self-directed learners. If they are organized and good with time management, they will be more successful. K12 has a skills assessment that all teachers must take. It is scored and it will either highly recommend, recommend, or not recommend each candidate. Since MVCA is a virtual on-line program, we specifically look for teachers who have prior Blackboard experience and good technology skills. Blackboard is the program we use to teach our on-line classes. We look for a minimum of three years teaching experience and a background in co-teaching to support the students in the bottom 30%. The sub groups with the largest gaps are African American students and economically disadvantaged.

Teachers are assigned to certain groups based on their backgrounds, experiences, and expertise and how they match with student needs. For example, teachers who have had experience working with special education students will be placed in a co-teaching model with a special education teacher to meet the needs of students in that subgroup. Existing staff may also be re-assigned if there is an opening for which they are highly qualified, based on the needs of the students.

5B

Strategies to Retain Teachers:

The teachers for our program have flexible working conditions. Teachers work from the convenience of their own homes. This offers them the opportunity to have flexibility when dealing with their families. Another item K12 has that is not offered by most schools is that teachers are awarded annual bonuses. Teachers also receive merit increases based on performance data. Finally, there are opportunities for spot bonuses - Staff members can be rewarded financially for extra effort that translates into improved academic results. In addition, teachers who significantly increase student achievement will receive stipends.

Teacher Retention Criteria:

The criteria to retain teachers is based on Performance Metric Objectives (PMOs). PMOs consist of several metrics on which to base teacher performance, including student achievement scores, student growth on RIT band (NWEA MAP testing), effective ratings on parent satisfaction surveys, student Study Island blue ribbon data, and course completion. PMOs differ by job and role. At the end of the school year, PMOs are calculated for all teachers. Those teachers with the highest PMOs may receive incentives. To determine retention of teachers, those with the highest PMOs would be retained over other teachers.

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

MVCA is an on-line totally virtual K-12 program for all students in the State of Michigan. We are a public school academy and accept all students. Our demographics are similar to large urban districts - such as Detroit. Because of our flexibility, students come and go frequently. There is no way to control enrollment and prevent a student from withdrawing. Our program also requires a learning coach - which usually is the parent, which can bring its own unique challenges and rewards. Our students are vastly different. We have students that are home schooled, high performers (gifted), and students who are not engaged. Many of our students have tried traditional schools and were not successful and this is their last attempt at public education. Because of the fluidity of our students, this has and will continue to affect test scores. The FAY (full academic year) status has been a challenge in the past and will not be any easier going forward. Many high school students come to us credit deficient. Our program also does not allow for socializing on a daily basis. We do, however, offer outings quarterly. This also could be a factor of mobility of our students and lack of engagement.

6A

The comprehensive needs assessment was conducted by Michigan Virtual Charter Academy, which after this will be referred to as MVCA, by the K-12 leadership team in a series of meetings during the 2013-14 school year and into Fall 2014. The staff participated in a work day to dig into state level assessment data to determine weak areas. Goals were written based on the data that they uncovered. Sources of data disaggregated at this work day were: State level assessment K-8, ACT testing, Scantron K-11, MVCA registration records, and DIBELS (Developmental Indicators of Early Literacy Skills).

Basic Elementary Literacy Skills) Grades K-3, NWEA grade levels 3-9 Perception surveys were given to staff, parents, and students through the ASSIST website during the months of March and April in 2013. A meeting was held with parents on May 13, 2013 to discuss the findings of the SIT committees and to ask for parent input and representation during the rest of the goal setting and plan writing processes. Roll out of the goals was done in a meeting with parents on May 13th, 2013. A student roll out was held on May 14th, 2013. Input from parents and students was used to verify the identified concerns and was used in writing revised goals. This process will be rolled out again in the spring of 2015.

Fall 2013 MEAP Math scores indicate the following % proficient:

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All 30 29 25 24 26 20

Male 38 32 27 19 23 23

Female 20 26 21 28 29 18

Black 11 20 15 10 9 9

White 34 29 26 29 28 24

ED 22 24 19 17 21 13

Non-ED 54 43 37 43 38 40

Fall 2013 MEAP Reading scores indicate the following % proficient:

Grade 3rd 4th 5th 6th 7th 8th

All 52 55 48 51 47 58

Male 51 54 46 53 45 57

Female 51 57 50 49 49 60

Black 32 42 42 44 33 45

White 57 58 49 54 49 63

ED 42 49 42 45 42 52

Non-ED 77 70 62 68 59 76

Fall 2013 MEAP Writing scores indicate the following % proficient:

Grade 4th 7th

Male 18 19

Female 31 48

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Black 11 25

White 25 33

ED 19 28

Non-ED 39 42

Fall 2013 MEAP Science scores indicate the following % proficient:

Grade 5th 8th

All 9 12

Male 10 15

Female 7 10

Black 2 2

White 11 16

ED 7 9

Non-ED 11 22

Fall 2013 MEAP Social Studies scores indicate the following % proficient:

Grade 6th 9th

All 15 14

Male 14 17

Female 16 12

Black 5 8

White 19 15

ED 11 10

Non-ED 28 25

Scantron data which measures individual progress towards learning objectives shows that students are 60% proficient at the elementary and 54% proficient at the middle school in reading. Scantron data which measures individual progress towards learning objectives shows that students are 53% proficient at the elementary and 37% proficient at the middle school in math. Fall Scantron 2013 51% of high school students were proficient in reading. Fall Scantron 2013 27% of high school students were proficient in math.

The 11th grade (ACT) 47% of the students had a composite score of 18 or above in the spring of 2014. The mean ACT composite score for 11-12 was 16 and for 12-13 was 19 and for 13-14 was 18. 11th grade Math ACT 38% of the students had a score of 18 or above in the spring of 2014. 11th grade English ACT 45% of the students had a score of 18 or above in the spring of 2014. 11th grade Reading ACT 49% of the students had a score of 18 or above in the spring of 2014. 11th grade writing ACT 36% of the students had a score of 18 or above in the spring of 2014. 11th grade science ACT 58% of the students had a score of 18 or above in the spring of 2014. 9th grade Social Studies MEAP 14.1% of the students were proficient or above in the fall of 2013 testing cycle.

Perception data on AdvancEd surveys, teachers say that the school is focused on success for all students and students are effectively assessed. They would like to see data used to modify curriculum and guide instruction, and that more professional development and peer coaching could promote better quality of instruction. Parents are very enthusiastic about MVCA, saying that teachers meet the needs of their children, have high expectations for all students, and communicate assessment results well. All students who responded said that teachers want them to do their best work, and have high academic expectations.

Gaps

Through the data dialogue process and the development of the academic plan, subgroups that had the biggest gaps were identified. Reasons for the gaps in student achievement data include a lack of interventionists, credit deficiencies in high school with lack of a plan to make up the deficiencies, lack of appropriate supports for special education students, struggles with testing the school population, and lack of family support (learning coaches).

6B

The Michigan Virtual Charter Academy's instructional program must: reflects these "Big Ideas";

Strategies recommended from African American Young Men of Promise Initiative (AAYMPI):

- o Culture & Climate strategies Year 1
- o Academic Vocabulary Year 1

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| | |
|--|--------|
| o Quality Questioning & Feedback | Year 2 |
| o Flexible Grouping | Year 3 |
| o Depth of Knowledge | Year 3 |
| Data Driven Instruction (DDI) | Year 1 |
| Research based virtual instruction (Teach Like A Champion) | Year 1 |

Specific teaching and learning strategies are described below in detail. The strategies align with career & college ready standards, and are based on research, relevant data, and outcomes of data dialogue.

K12 Inc. is our curriculum provider. References throughout this narrative to "K12" mean this curriculum, which is provided online and used by teachers in Class Connect sessions daily. Then Learning Coaches (parents) provide reinforcement as needed by the student and supervise on-line learning for their child daily. All curriculum content has been aligned with the state standards by a curriculum alignment team. The finalized spreadsheets list the online school (OLS) lesson and the Michigan standard or standards it covers. It also lists information regarding full, partial, or no coverage of the standard. Teachers then review these spreadsheets with the Head of School before the year begins. Teachers create lessons to supplement or teach any standards that are only partially or are not covered. These lessons are pulled from research based content and use research based instructional methods when taught. The alignment helps Michigan Virtual Charter Academy meet its academic goals by ensuring that our students' curriculum is already thorough in the standards content, and is being taught and can be assessed and interventions created and delivered when necessary. As new standards are adopted or revised, the curriculum alignment team reviews the curriculum and realigns.

Adult Implementation of Instructional Program

Teachers are provided a tracker to monitor student progress in courses, attendance, assignments, and many other measurable data points. In addition, the instructional coaching leads are conducting informal classroom observations and meeting with teachers to discuss and process the observations. A K12 regional staff member also informally observes teachers to provide the building feedback. The head of school and principals are able to access classes to conduct virtual "walk-throughs" at any time, or through recorded sessions, to observe and provide feedback. Principals spend at least 50% of their time performing these observations and providing feedback and coaching to teachers.

Reading:

All students receive our K12 curriculum in reading. Study Island topics are assigned in grades 3-8 and USA Test Prep to help supplement curriculum and help students to master all state and national standards in Reading. All students will have reading incentive activities throughout the school year and MVCA will focus efforts on a March is Reading Month initiative K-12. Students in grades K-6 will have group sessions weekly modeling reading strategies with emphasis in academic vocabulary from AAYMPI with the use of the computer program MobyMax and co-teaching facilitated by classroom teachers. All students K-12 will participate in a reading incentive program. Grade level teams will decide on a reading incentive program for each level. Staff and Learning Coaches will participate in professional development in reading strategies and Cornell notes, a way for students to organize text for learning. Teachers through DDI will analyze, take action and assess student reading data to improve reading instruction. Through use of positive culture and climate strategies (AAYMPI) students will be taught to read in a relaxed stress free literate rich learning environment. Teach Like a Champion strategies will be embedded in online classes to enhance learning. Teachers will be targeting each student's data to provide live, synchronous instruction in reading (DDI).

Writing:

Teachers will use writing samples and assessments to identify students in need of additional whole group, small group and 1:1 remediation with certified teachers with an emphasis on academic vocabulary. 6+1 traits will be revisited from a previous year's professional development. All new/untrained staff will have the initial training and all staff will continue to have 6+1 training throughout the school year's planned Professional Development days, K- 12 Writing teachers will be provided with a Class Connect session to model and discuss 6+1 traits and academic vocabulary weekly. Students needing remediation in each topic will have access to additional support time with teacher in the topic within the week (DDI). Teachers will hold weekly 6+1 sessions or recordings for Learning Coaches to promote the traits in all aspects of schooling. Teachers will bring together writing samples weekly to discuss the traits in small groups. Through use of positive culture and climate strategies (AAYMPI) students will be taught to write through teacher modeling with frequent feedback from teachers and peers. Teach Like a Champion strategies will be embedded in online classes to enhance learning. Everyone writes (TLAC strategy) helps all students to gain experience with writing. Teachers will be targeting each student's data to provide live, synchronous instruction in writing (DDI).

Math:

In the area of Mathematics an emphasis will be on computational skills, making connections to the real world, and number sense. K-12 students will receive K12 curriculum online. Study Island (grades 3-8), USA Test Prep (grades 9-12), MobyMax (grades K-8) and National Math Lab (grades 5-11) will be used. Teachers and Learning Coaches will participate in year-long training to improve instruction in computation, fractions, developing a math sense, and word problems. Through use of positive culture and climate strategies (AAYMPI) students will be taught to minimize math anxiety through teacher modeling with frequent feedback from teachers. Teach Like a Champion strategies will be embedded in online classes to enhance learning. Everyone writes (TLAC strategy) helps all students to gain experience with math computation and problem solving. Math academic vocabulary (AAYMPI) will be an area of emphasis based on teacher input. Teachers will be targeting each student's data to provide live, synchronous instruction in math (DDI).

Science:

All students will receive our K12 curriculum in science. Students will have additional access to Study Island topics in grades 3-8 to supplement curriculum and help students to master all state Science standards. Science strategies that will focus on all students include: consistent presentation of academic vocabulary (AAYMPI) and academic language, increased instruction in scientific graphic data analysis in grades 3-10. These instructional delivery changes will be supported with professional development and training on the strategies for teachers and Learning Coaches (parents). Content reading strategies instruction will be a focus at all levels. Teachers will be targeting each student's data to provide live, synchronous instruction in science (DDI).

Social Studies:

All students will receive our K12 curriculum in social studies. Students will have additional access to Study Island topics in grades 3-8 to supplement curriculum and help students to master all state social studies standards. Social studies strategies will include consistent presentation of academic vocabulary (AAYMPI) and increased instruction in history, civics and government standards. These were the weakest strands for MVCA on the MEAP test. There will be an emphasis on analysis in grades 3-10. These instructional delivery changes will be supported with professional development and training on the strategies for teachers and Learning Coaches (parents). Content reading strategies instruction will be a focus at all levels. Teachers will be targeting each student's data to provide live, synchronous instruction in science (DDI).

Implementation timeline:

The time line for implementation of Michigan Virtual Charter Academy's instructional program will be as follows as soon as the transformation plan is approved;

Strategies recommended from African American Young Men of Promise Initiative (AAYMPI):

| | |
|--|--------|
| o Culture & Climate strategies | Year 1 |
| o Academic Vocabulary | Year 1 |
| o Quality Questioning & Feedback | Year 2 |
| o Flexible Grouping | Year 3 |
| o Depth of Knowledge | Year 3 |
| Data Driven Instruction (DDI) | Year 1 |
| Research based virtual instruction (Teach Like A Champion) | Year 1 |

Those responsible for the implementation of transformation plan are the Head of School, principals, teachers, interventionists, family academic support team (FAST), mentor paraprofessional/techs, and instructional coaching leads.

To track adult implementation of the K-12 instructional program, Instructional Coaching Leads (ICLs) conduct walk-throughs of classrooms twice a month for each teacher. In addition, administrators conduct formal observations of classrooms three times a year. During these observations and walk-throughs, the teacher is monitored to ensure implementation of the instructional program. Data from the ICL walk-throughs is shared with staff during weekly/monthly data meetings. In addition, the Academic Plan is monitored on a monthly basis by the management company's Northern Region K12 Support team, which consists of the Data Manager, K-8 Academic Support, 9-12 Academic Support, and the Deputy Regional Vice President. After the monitoring session, feedback is provided to MVCA on improvements that could be made, areas of strength, and areas for professional learning opportunities. This feedback helps track adult implementation of the instructional program.

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

MVCA uses a lot of data to make informed decision on students (course placement, etc.). When a new student arrives, assessments are given to determine levels for placement. Interim assessments are given every 6 weeks to monitor progress. Depending upon where a

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student falls, there are interventionists in place to assist with remediation and skill building in math, English, reading, and writing. There may be one assigned in science as well. We customize individualized instruction by creating an Individualized Learning Plan (ILP) for all students. Parents, students, teachers, and administrators attend these conferences and discuss the plan put into place. Student progress is always a part of these discussions. Data drives these discussions and students set goals which are monitored by the teachers. Some of the data that is analyzed is listed below to help determine the ILP.

Student Data:

We have a wide range of data points available to us. The list below summarizes the data points we use to drive our academic plan and school reform.

K8 Academic Data:

DIBELS(K-5)

Study Island for Math, ELA and Science (completion and blue ribbons earned)

Online School Progress Data, Lesson Checkpoints, Work Samples (including writing samples assessed with 6+1 Writing Traits Rubric), Unit, interim and end of semester assessments

Formative Assessments during live Blackboard Collaborate Sessions

NWEA MAP Tests (Reading and Math)

Moby Max: Skill practice, pathways and end of unit assessments

State Testing Data

Progress monitoring of students' Individualized Learning Plan goals

Progress monitoring of IEP and intervention goals, if applicable

Weekly K8 Data Tracker which K12 provides to us

Grades 9-12 Academic Data:

Learning Management System: user activity reports, grade book data, assessments

USA Test Prep: Pre and post assessments as well as interim assessments every 6 weeks

NWEA MAP Tests (Reading and Math) for grades 9 and 10

Formative Assessments during live Blackboard Collaborate Sessions

State Testing Data

ACT Data

Progress monitoring of students' Individualized Learning Plan goals

Progress monitoring of IEP and intervention goals, if applicable

Weekly high school data tracker provided to us by K12

Weekly attendance report

School wide Implementation Data

Strong Start data which monitors how well a student has started our program which starts with a welcome call and note

Individualized Learning Plan Data

Family Academic Support team referral data (FAST)

Teacher observation data

Demographic Data

Ethnicity

Economic status - free and reduced lunch

Special Education

Students scoring in the bottom 30% on state testing

Students scoring in the 40% or lower on NWEA MAP testing

ELL

Gender

Class Connect Attendance Report - this is tracked on a tracker provided by K12

Process Data

SPR40

Perception Data

Teacher Satisfaction Survey Data which is compiled by K12 and shared with MVCA

Parent Satisfaction Survey Data which is compiled by K12 and shared with MVCA

Student Satisfaction Survey Data which is compiled by K12 and shared with MVCA - MVCA also does their own survey

a) outline expectations for regular and on-going building-wide use of data,

The use of data and data driven instruction is a focus for all stakeholders at Michigan Virtual Charter Academy. Data meetings occur in a variety of groupings and frequencies. All staff members at MVCA, including administrators, engage in data driven conversations on a weekly basis.

Data driven instruction and data meeting practices are at the heart of the professional development for us at MVCA. Our academic leaders have and continue to participate in ongoing professional support in driving our data expectations. K12 at the corporate level continuously supports our academic leaders and other staff through both virtual and face to face professional development surrounding data meetings. Our administrators and ICLs have participated in data conferences at other schools to see how they are implemented.

In addition to data meetings surrounding student performance, teachers are observed and coached on the effectiveness of their live instruction. MVCA's Instructional Coaching Leads are in live sessions with teachers on a weekly basis. After the observation, the teacher and ICL have a coaching session to discuss instructional strategies and the impact on student learning. Administrators at all grade levels also observe teachers regularly to monitor teacher effectiveness. Administrators and ICLs can also observe a lesson by watching a recording and providing feedback as well.

(b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction,

Individual teacher data reflection:

Teachers at MVCA have real time data at their fingertips on a daily basis. Teachers at all grade levels are able to monitor, respond and plan according to their students' data on a daily basis.

Each week, a pre-assessment is administered to students on Monday. Based on the results, students are placed in groups for instruction. Formative Assessments are administered throughout the week to monitor student progress. If students are continuing to struggle, the teacher may provide interventions, including one-on-one tutoring or extra one-on-one classroom sessions. If the students continue to struggle after the classroom teacher provides interventions, the data on the students is analyzed at weekly grade level or content specific data meetings. During these meetings, the teacher presents the data on the students, in addition to the interventions attempted. The team may recommend that the students continue to work with the teacher or also work with an interventionist. The content-specific interventionist will provide an additional layer of support for the students, in a small group, based on their academic needs. The students are monitored weekly. If additional support is needed, the student may receive a special education referral.

An additional way in which teachers collaborate to analyze data and plan for Tier II and Tier III instruction is based on NWEA MAP RIT

scores. After the MAP assessment is administered, teachers analyze their student level data in teams. The teams will work together to identify student needs. Based on RIT scores, teachers will group students together (multi-age) to provide additional interventions.

c) identifies instructional program outcomes and a plan to assess for impact.

Data team meetings at Michigan Virtual Charter Academy drive the decisions that are made by all stakeholders. The data provides us with the foundation from which we make our instructional and student engagement decisions. As a result of the data team meetings, flexible student groupings are created to be used for interventions and increase student support. At all grade levels, math and English interventionists are in place to further support students who are in need of additional remediation beyond the general classroom. Writing interventionists will also be hired and perhaps one for science.

The variety of data meetings that we hold on a weekly basis are geared to monitor the goals set forth in our academic plan. Instructional decisions need to be made based upon the data we have and move in the direction of supporting our academic goals.

The frequency with which we have conversation surrounding school data allows us to assess our plans and actions to address the students' needs and our academic goals. Adjustments in instruction and school initiatives are made weekly as the data is discussed.

These regular meetings and action steps provide us what we need to drive reform at MVCA and close achievement gaps with our students.

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Students at MVCA must log in for 6 hours each day. The K12 tracker and the on line school shows attendance at time in classes. It is reported, collected, and teachers respond accordingly to this data. Not all students need extra time and support. However, students who fall into the bottom 30% on state testing or the bottom 40% on NWEA get targeted support from interventionists in content areas where it is needed. Students not only have the core classroom instruction, but it is complimented by an extra "class" with the interventionist supporting their weak areas. Remediation can also be given on a one-to-one basis if needed. Progress is monitored and students can move freely in and out of these supports. Flexible grouping is used for this purpose. In fact, we group students according to their RIT scores for this intervention. Because of the flexibility of this program, kids can be on-line and working in their courses 24 hours a day. Some students work more than 6 hours per day in their classes. In fact, when kids log in to their on line school, a daily plan appears and they know exactly what is expected to be accomplished each day.

Instructional time has increased dramatically since last school year. This adjustment was made because of the achievement levels of our students. Changes have been made to give them the supports that they need as they begin to stumble. In fact, we have a group of students we call STI kids (state targeted intervention kids) that receive additional help on a daily basis. They are monitored closely and are the number one priority at our data meetings. Special education students receive co-teaching to enhance/support their learning. There is both a general education teacher and a special education teacher in the classroom connect sessions. When the lesson is over, the special education teacher stays with them and puts them into a breakout room to receive extra support.

8A:

Michigan Virtual Charter Academy has taken great strides to increase instructional time through a multitude of avenues. The first is the introduction of a synchronous instructional model. Course content can be delivered in either a synchronous or asynchronous models. In prior year's, MVCA has delivered content through a primarily asynchronous model, meaning the students work through their lessons and course content with their learning coaches in the home on a day to day basis. The student's required minutes of attendance per week were 1,872. Any time spent on course work or in session was included in the total attendance minutes. Remedial and extension sessions were available to students for a total of 1-2 hours per week per content area within the web based classroom, with a live teacher. Small group sessions or one on one sessions were provided as needed or requested by the student or learning coach.

In response to academic data and the implementation of our academic plan and transformation plan, MVCA has implemented the synchronous instructional model as a method of increasing instructional time, student and family engagement, and academic proficiency. The rationale for students participating in additional synchronous sessions is that the more direct, individualized instruction they participate in, the greater the increase in student achievement, and the more focused instruction can be based on student needs. We have increased our total number of academic minutes to 1,900 minutes per week. Each core subject is scheduled for 1 hour of live synchronous sessions per day (doubled from last school year) for all students whose data shows less than 80% proficiency, in addition to small group and one on one sessions provided in response to weekly data meetings and student need. Additionally, we have significantly increased interventionist support for students identified through data as those requiring state testing interventions or are at risk for scoring below proficiency. Students with Disabilities are also receiving additional support through increased special education services based on the data-supported needs of the students. The co-teaching model has also been implemented grades K-12 to support any learner who may be struggling in an academic area. This allows special education teachers, general education teachers, and interventionists to work together to support a multitude of students. For those students who require extension and acceleration sessions, these are also provided.

8B: Enrichment

MVCA provides opportunities to advanced learners or those requiring enrichment opportunities to take part in programs like the Advanced Learner Program, placement in accelerated courses, dual enrollment, and AP courses available in all content areas. Students are provided synchronous instructional time in each of these courses and opportunities. An additional 1-6 hours of synchronous instruction per day is available for enrichment. The rationale for students participating in additional synchronous sessions is that the more direct, individualized instruction they participate in, the greater the increase in student achievement, and the more focused instruction can be based on student needs. This additional time for enrichment gives students the opportunity to create a plan that works for them. The students come up with a project that is unique to them and extends their learning beyond the standard curriculum.

8C: Collaboration

MVCA teachers take part in weekly data meetings, for one hour, with their content and/or grade level teams to craft instruction based on data. In addition, teachers receive one hour per week for content or grade level feedback from the instructional coaching lead and/or the principal. Teachers also take part in co-teaching planning sessions, allowing for the maximum benefit of all personnel in the classroom. Increased professional development opportunities are provided to teachers through Kent ISD, Grand Valley State University, state provided professional development, K12 training opportunities, K12 professional development summits, national conference attendance at offerings such as Council for Exceptional Children (CEC), International Association for K-12 Online Learning (iNACOL), Learning Disabilities Association (LDA), International Reading Association (IRA), National Council for Mathematics Teachers (NCTM), National School Choice Conferences, Michigan Association of Public School Academies (MAPSA), school provided professional development for all teachers, as well as additional school provided professional development for all special education teachers, instructional coaching leads, interventionists. Providing teachers and other staff the ability to collaborate together, enrich their professional learning opportunities, and share best practices will strengthen the integrity of our instructional models and allow for greater student success.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

Michigan Virtual Charter Academy has many methods to engage families. Teachers are available to families and students 24 hours a day via kmail, email, and phone. In an online learning environment, learning coaches (parents) play an instrumental role in supporting teachers to increase engagement of each student, ensure academic progress, and facilitate the completion of each student's weekly learning plan. As such, teachers and staff continuously communicate the goals of our academic plan to learning coaches and students. Learning coaches are

carrying out their portion of the reform efforts within the home learning environment by ensuring the student attends synchronous sessions (sessions that are mandatory to attend and taught by the teacher). Learning Coaches are an essential component to this program for a student to be successful. If the parent is missing as a learning coach, the student will not be successful.

When students and families first enroll in MVCA, they become part of our Strong Start initiative. The Strong Start initiative ensure families are successful here. During the first week of a student's enrollment, teachers and other staff complete welcome calls to each student, ensuring that they have received their materials, answer any questions the learning coaches or students may have surrounding access to the online learning systems. Staff (teachers, family academic support liasons, academic counselors, special education case managers, interventionists, etc.) help students create weekly schedules, identify important components of a successful learning environment present in the home while making suggestions to help the family create the most effective learning environment possible within their home. Another important part of the Strong Start initiative requires students to take part in a Welcome to Online Learning course. This course is a 1 week course to acclimate students and families to the online learning environment. Additionally, an Individualized Learning Plan is developed for each student, based on their individual academic and functional needs, as well as the student's career ambitions. This initial data driven Individualized Learning Plan is written with the input of students and families within 9 weeks of the student's first day of school.

Students and families desiring additional supports beyond those provided at the building level also have access to K12's national Learning Coach support network, student support networks, and clubs. The national learning coach support network allows learning coaches to network with other learning coaches across the nation on successful strategies for supporting their children.

MVCA also offers the Family Academic Support Team (FAST) to help support students and families who require additional supports to remain engaged with schooling and experience success in the online learning environment. The FAST team connects families and students with community agencies, resources, and provides support through counseling, group sessions, and "Back on Track" plans. The "Back on Track" plan will provide students with a framework for reengagement and academic success through monitoring and weekly meetings to ensure efficacy. The other component of this team is they onboard new families. Onboarding familiarizes families with our program, expectations, curriculum, etc. This team offered meet and greets to all new families to start a networking base with each other.

We, at MVCA, view the school reform process as a community process with each stakeholder carrying out an important part of the plan. All of the above strategies are designed to improve and increase academic engagement in the online learning environment, which will, in turn improve academic successes experienced by our students demonstrated by increased instructional time with teachers, improved community participation in school reform efforts, and an increase in a sense of belonging and community within the school setting.

9B:

While our teachers, staff, and families make use of community resources to support our students within the academic arena, MVCA also partners with statewide and national agencies and corporations to support our infrastructure and academic goals. Partners include:

- Grand Valley State University
- Kent Intermediate School District
- Michigan State University
- K12 inc.
- Michigan Department of Education
- NorthWest Evaluation Association
- Community Mental Health
- Department of Human Services
- Michigan Rehabilitative Services
- Michigan Virtual Charter Academy School Board
- Study Island
- MobyMax
- USA Test Prep

Redesign Plan

Michigan Virtual Charter Academy

Grand Valley State University is our charter authorizer. We are required to score outside of the Priority School Status on our next state testing windows. GVSU continues to support the development of teacher practice and student academic improvement through professional development opportunities, training, and participation on our School Board.

Kent Intermediate School District continues to support the development of teacher practice and student academic improvement through professional development opportunities, training, and the provision of a school improvement facilitator to aide the school in drafting and submitting our Transformation Plan. Additionally, Kent ISD provides access to TIENET, which is an online IEP writing program allowing our teachers to house and draft IEPs online on a secure site. This allows for academic plans and interventions to occur with increased efficacy.

Michigan State University partners with MVCA to provide an Intervention Specialist to aide the school in drafting and submitting our Transformation Plan.

K12inc. is MVCA's management company and supplies curriculum and online learning systems/platforms, professional development, infrastructure, and models from which to provide instruction and intervention. K12 also provides support networks to our families through learning coach networks, student networks, clubs, and other initiatives geared to improve engagement.

Michigan Department of Education has provided MVCA with the opportunity to participate in the African American Young Men of Promise Institute, which is a foundational piece of our academic plan and transformation plan. In addition, professional development opportunities and trainings are also made available to our staff by MDE.

NorthWest Evaluation Association is the vendor who provides or Measures of Academic Progress Assessment. The MAP assessment is used to produce flexible groupings for targeted student intervention, monitor student progress towards state standard acquisition, and proficiency on state assessments.

Community Mental Health is a community partner who provides supports and services to our students throughout the state. Many of these students receive special education services, wherein CMH is invited to attend IEP meetings to further support and connect our families to needed resources, improving academic and functional outcomes for students.

Department of Human Services is a community partner who provides supports and services to our students throughout the state. Student welfare and safety is first and foremost and must considered a valuable part of the equation when striving to increase engagement and academic performance.

Michigan Rehabilitative Services Health is a community partner who provides supports and services to our students throughout the state. Many of these students receive special education services, wherein MRS is invited to attend IEP meetings to further support and connect our families to needed resources and employment opportunities, improving academic and functional outcomes for students both during school and in post-secondary endeavors.

Michigan Virtual Charter Academy's School Board is the governing body for MVCA. The School Board supports our academic plan through the provision of goods and services needed to implement the academic and transformation plan with fidelity.

Study Island is a community partner that provides software used to provide students additional exposure and opportunity to interact with common core state standards to be mastered using research based methodology. Students are required to complete their assigned pathways for the year, providing them exposure to the content, but are also expected to achieve mastery through the earning of blue ribbons.

MobyMax is a community partner that provides software used to provide students additional exposure and opportunity to interact with common core state standards to be mastered at the K8 level. Students work daily in Moby Max to gain additional learning opportunities geared to research based methods, multiple intelligences, and interactive software designed to improve academic outcomes for students.

USA Test Prep is a community partner providing research based methods to provide standards based, state assessment preparation at the middle/high school level in all content areas. The software provides pre/post assessments, as well as interim assessments provided every 6 weeks.

While all of these partnerships are important, the family is our main focus. We have families with us who are helping new families be successful. With these supports in place, parents have immediate access when they have a concern. By allowing them to talk with each other at outings or on-line, gives them an avenue to discuss lessons learned. We are looking at starting a parent PTO group to help facilitate this work. We continue to collect feedback from our families on ways to improve our program and their support by surveys.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

As a single building district, Michigan Virtual Charter Academy does not have some of the barriers that a school within a traditional district may have. Operational flexibility from the district is essentially built-in to the system.

Staffing

The Michigan Virtual Charter Academy Head of School and building principals will have the opportunity to meet with and interview any candidates interested in joining our staff prior to placement.

Calendar

The Michigan Virtual Charter Academy develops their calendar of school events. MVCA is responsible for scheduling individualized learning conferences and all outings.

Time

The Michigan Virtual Charter Academy will determine how they will utilize the following requirements involving professional development and increased learning time:

To ensure increased learning time, synchronous sessions have been set up at all levels. These sessions will be monitored closely to ensure that time is being used in a way to maximize student learning.

Classroom transitional times

If there is a need to revisit and revise our current practices in these or other areas, we will do so as a staff to ensure that maximum time is given toward instruction.

Budget

The building leadership team (teachers and administration) will have the authority to use Title 1 Set Aside monies to meet the needs of
SY 2014-2015

students based on the evaluation and developed Reformed Redesigned Plan at the Michigan Virtual Charter Academy.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

Michigan Virtual Charter Academy will be supported in the following ways:

The Head of School, Jean Broadwater, will participate in data meetings at all levels. She will participate as a member of the School Support Team to monitor the implementation of the Reform/Redesign Plan through the Instructional Learning Cycle (ILC) to set short term goals to improve student achievement and review the effectiveness of the strategies being implemented through pre and post assessment data analysis.

The School Improvement Facilitator, from Kent ISD, will participate as a member of the School Support Team, participate in data meetings, support school leadership in the development of the processes for the implementation of the Instructional Learning Cycle, and collect descriptive data on classroom instructional practices as evidence of improved student achievement.

The Intervention Specialist will participate in data meetings, participate as a School Support Team member, document systemic changes to identify areas for improvement and collect descriptive data that supports improved student achievement and system issues.

Michigan Virtual Charter Academy building principals and Head of School will participate in MDE, Kent ISD, and other professional organization's meetings and professional learning opportunities to address the needs of MVCA. They will provide professional development in data driven instruction and provide support to the instructional coaching leads.